

ISLS-related project name, website and brief description of strategies	Lead Agency	Partners	Expected Outcomes	Funding	Timeframe
Improving Student Learning at Scale http://improvingstudentlearningatscale.wikispaces.com/ Convene executive leadership from key Washington education partners to collaborate and coordinate CCSS implementation efforts, including policy, communication and legislative efforts. Meet with other state teams to share best and/or promising practices.	WSAC	SBCTC, OSPI, SBE, COP, AWSP, ICW, LEG, GOV, WA STEM, Partnership for Learning	<ul style="list-style-type: none"> Align legislative policy agendas Facilitate planning and communication statewide Develop a comprehensive communications campaign Coordinate resources and assistance from a wide variety of sources 	NGA	09/13-06/15
Core to College http://www.sbctc.ctc.edu/college/education/core_to_college_update.pdf http://www.rockpa.org/page.aspx?pid=580 <ul style="list-style-type: none"> Build faculty ownership and understanding of the CCSS as meaningful and useful college-readiness standards by a close review and comparison of the existing Washington college readiness standards in math and English Language Arts and their corresponding new CCSS standards Examine items from Smarter Balanced with this group of teachers and faculty to assess its utility for higher education as an indicator of college-readiness and placement Support local or regional college/school district partnerships to improve high school to college transitions through targeted plans for placement, course offerings, and/or professional development focused on the CCSS and/or the Smarter Balanced assessment. 	SBCTC	OSPI, COP, WSAC	<ul style="list-style-type: none"> Build faculty ownership and understanding of the CCSS as meaningful and useful college-readiness standards Develop statewide higher education agreement on the use of the CCSS in defining Washington college-readiness standards and the role of the Smarter Balanced assessment instrument in assessing that readiness Promote use of the CCSS framework and Smarter Balanced assessment within higher education in ways that improve student transitions between high school and college 	Lumina, Hewlett, Gates.	01/12-12/14 (possible extension to 05/14)
Statewide Implementation of Career and College Ready (CCR) Learning Standards (Common Core State Standards and Next Generation Science Standards) http://www.k12.wa.us/Corestandards/default.aspx http://www.k12.wa.us/SMARTER/default.aspx http://www.k12.wa.us/Science/NGSS.aspx Our Vision for Implementation: Every student will have access to the Career- and College-Ready (CCR) standards through high quality instruction aligned with the standards every day; and that all teachers are prepared and receive the support they need to implement the	OSPI	Association of Educational Service Districts (AESD) State education and professional learning associations (such as AWSP, WASA, WEA, WASACD,	<ul style="list-style-type: none"> Provide an increased educator support system so that every educator meets professional expectations and every student meets new college and career readiness learning standards Educators have easy access to high quality, aligned resources to support CCSS and NGSS transitions. Stakeholders have easy access to strong and clear communications and implementation resources to support CCR transitions. 	OSPI activities embedded within existing state funds Federal funds leveraged through Title II A and B	Ongoing (Statewide assessment operational in 2014-15)

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<p>standards in their classrooms every day.</p> <p>Our Purpose: To develop a <u>statewide system</u> that supports all school districts in their preparation of educators and students to implement CCR standards using a 2-pronged approach focused on:</p> <ol style="list-style-type: none"> 1. The “What”: Key Content Shifts 2. The “How”: System “Remodeling” to support building capacity for <u>sustained professional learning</u> that supports implementation now and <u>be applied to other initiatives</u> in the future. <p>Our Core Values: This vision can only occur through core values of <u>clarity</u>, <u>consistency</u>, <u>collaboration</u>, <u>coordination</u>, and <u>commitment</u> from classrooms, schools, and communities to the state level.</p> <p>Key efforts include:</p> <ul style="list-style-type: none"> • Provide access to high quality state and national resources for districts, buildings, and classrooms to support transitions to the CCSS and NGSS. (including “crosswalks” for navigating CCSS and CTE Frameworks) • Partnerships established to support statewide implementation – formally (through public and private funding opportunities/grants) and informally through collaborative activities. • Convene education association partners 2x/year to collaborate and develop strategies for supporting connected professional learning statewide activities related to CCSS and NGSS transitions. • Engage educators from across Washington in the development and refinement of Smarter Balanced Assessment System components including through item writing workshops; membership in the State Network of Educators (SNE) to populate the Smarter Balanced Digital Library; etc. • Work with the AESD network to engage district, building, and teacher leaders to support local, regional, and statewide CCR implementation efforts. 		<p>WTECB, WACTE, Learning Forward WA, LASER, WA-STEM, etc.)</p> <p>Private partners including Partnership for Learning, College Spark, Gates Foundation, etc.</p>	<ul style="list-style-type: none"> • State education partners provide consistent and aligned support to constituents (and educators) to support strong CCSS transitions. 	<p>Private funds for communications campaign (through Partnership for Learning)</p> <p>Private funds to support district implementation efforts (e.g., Gates Foundation; Batelle; etc.)</p> <p>Leveraged funds from a variety of public & private sources (such as LASER and statewide Science/STEM Education activities)</p>	

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<ul style="list-style-type: none"> Provide grants to school districts and regions to support building professional learning systems necessary for strong CCSS/NGSS transitions (http://www.k12.wa.us/Communications/PressReleases2013/GatesFoundationGrant.aspx) Participate in and inform the progress (and associated supports delivered through) the ReadyWA Communications Coalition. 					
OSPI Curriculum Advisory and Review Committee (CARC) <ul style="list-style-type: none"> <u>Role and Purpose:</u> <ul style="list-style-type: none"> Serve as the primary sounding board for OSPI curriculum and instruction issues Provide perspective, information, advice, guidance, and recommendations to OSPI on teaching and learning issues that affect all districts. Make recommendations to the State Superintendent as to the revision and adoption of state learning standards. 	OSPI	AESD, School District Teaching and Learning/Curriculum Assistant Superintendents	<ul style="list-style-type: none"> Use input and advise compiled from CARC to inform a variety of system-wide implementation activities (including CCR standards implementation/transitions; instructional materials supports; Core to College efforts; OSPI-developed assessment supports; etc.) CARC reviews and makes recommendations to the State Superintendent for revision and adoption of state learning standards 	State funding	Ongoing
Preservice Teacher Preparation <ul style="list-style-type: none"> Offer opportunities for teacher preparation faculty to learn about and integrate CCSS into pre-service programs Align teacher endorsement competencies with new student learning standards (CCSS and NGSS) 	Baccalaureate Institutions, PESB	Washington Colleges of Teacher Education (WACTE) PESB OSPI	<ul style="list-style-type: none"> Pre-service teachers are prepared for implementation of Common Core curriculum standards to better meet the needs of a diverse population College faculty understand the state's move to CCR standards as demonstrated through content and policies. 	.	
ReadyWA http://www.readywa.org/ Ready Washington is a coalition of state and local education agencies, associations and advocacy organizations that support college- and career-ready learning standards: Common Core State Standards and Next Generation Science Standards. The coalition believes all students should be better prepared for college, work and life to build the skills to compete for the quality jobs that our state has to offer.	Partnership for Learning; PFL coordinates campaign and convenes a communications workgroup	WSAC, OSPI, STEM, AWP, Stand for Children and others (see website)	<ul style="list-style-type: none"> To build public awareness, understanding and support for Common Core State Standards and assessments. To help schools/educators communicate about Common Core and assessments 	Private funding (College Spark, Gates Fdn.)	Spring 2013 and beyond

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Washington State Student Services Commission (WSSSC) http://www.sbctc.ctc.edu/college/_g-studentsvcscscomm.aspx	SBCTC		<ul style="list-style-type: none"> To develop student services policy recommendations through a program of research, development, and evaluation which will be articulated to appropriate agencies. To work with appropriate agencies and organizations to develop and promote an understanding of student services. To serve as the parent body for student services organizations. To provide mutual exchange of information and ideas for the purpose of increasing the effectiveness of student services. 		
24 Credit Diploma Graduation Requirements http://www.sbe.wa.gov/graduation.php#.UryAsvRDt1k Requires 17 mandatory credits and 7 credits of student choice (including 2 credits of career concentration) that are based on a student's High School and Beyond plan	SBE	OSPI, PFL	<ul style="list-style-type: none"> Ensure that high school graduates are prepared for postsecondary opportunities, including career training and college 		
Title II - Professional Development http://www.k12.wa.us/titleia/	WSAC, OSPI		<ul style="list-style-type: none"> Increase teachers' subject-matter knowledge of mathematics, science, English, and/or content area reading Increase teachers' ability to use challenging academic content, student achievement standards, and Washington state assessments to improve instructional practices and improve student academic achievement in math, science, English and/or content reading Increase principals' instructional leadership skills that will help them work more effectively with teachers to help students master mathematics, science, English, and/or content area reading 	Federal funding	
GEAR UP Educator Development Initiative GEAR UP EDI offers professional development to educators who serve GEAR UP students and their families.	UW	GEAR UP (WSAC)	<ul style="list-style-type: none"> Increase academic performance for postsecondary education for GEAR UP students Increase the rate of high school graduation and 		

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http://www.washington.edu/omad/gear-up/our-mission/			participation in postsecondary education fore GEAR UP students <ul style="list-style-type: none"> • Increase GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation and financing 		
GATE (Graduation, a Team Effort) http://www.k12.wa.us/gate/ Dropout prevention, intervention, and reengagement inventory	OSPI	WTECB	<ul style="list-style-type: none"> • Keep students engaged in school • Reduce barriers to learning • Increase graduation rates 		
Career Readiness for a Working Washington http://www.esd.wa.gov/newsandinformation/releases/initiative-launched-students-career-readiness-13-049.php Pilot program that will match students with mentorships, internships or other work-based learning activities at local businesses in five Washington communities: Renton, Spokane, Vancouver, Wenatchee and Yelm.	OSPI, ESD (Employment Security Department)	WTECB	<ul style="list-style-type: none"> • Provide opportunities for students and help students connect their learning and future careers • Help students make informed choices about the courses they take 		
Dual Credit Work Group http://wa-dualcredit.wikispaces.com/ As part of implementing WSAC’s Roadmap, the work group will review existing policies and practices and make recommendations for dual credit.	WSAC	SBE, OSPI, SBCTC, COP, ICW, WTECB, AWSP	<ul style="list-style-type: none"> • Provide clear information about each option in ways that empower high school students to choose the option best suited to their goals and schedules. • Provide low-cost options for high school students and their families. • Ensure adequate funding for high schools and postsecondary institutions to maintain high-quality options. • Increase the availability of all options to more high school students. • Streamline processes for obtaining postsecondary credit. 		February/March 2014-October 2014

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School Improvement Grants (SIG) http://www2.ed.gov/programs/sif/index.html School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.	SBE		<ul style="list-style-type: none"> to support school improvement efforts 	Federal funding	
Teacher Principal Evaluation Project (TPEP) http://tpep-wa.org/about-tpep/ A Pilot Program created in SB 6696 (2010 Leg. Session) that moved that state from a two-tiered system of unsatisfactory to a four-tiered evaluation system. Created 8 new criteria for teachers and principals to be evaluated upon	OSPI, WEA, AWSP, WASA, WSSDA, WSPTA, ESDs, Governor's Office	PFL	<ul style="list-style-type: none"> Improve student learning through improved teaching and leadership Improve educator preparation , school district accountability, and academic standards 	State funding for pilot sites, additional RIGs to expand reach of program	2010- 2014
High School and Beyond Plan http://www.sbe.wa.gov/faq/highschoolbeyondplan.php#.UuF5ThDTnRY http://www.k12.wa.us/graduationrequirements/Requirement-HighSchoolBeyond.aspx A four-year plan for course-taking and career interests/goals established as a high school graduation requirement in 2000. Students create their High School and Beyond plans with parents/guardians and school staff. Students write their plans in middle school and continue to revise through high school to accommodate changing interests and goals.	SBE	OSPI	<ul style="list-style-type: none"> to help students think about their future and select coursework that will best prepare them for their post high school goals 		
The Roadmap: A Plan to Increase Educational Attainment in Washington http://www.wsac.wa.gov/Roadmap Sets a clear course to increase educational attainment for all Washingtonians. Some areas of focus are: <ul style="list-style-type: none"> College and career readiness 	WSAC		By 2023: <ul style="list-style-type: none"> All adults in Washington will have a high school diploma or equivalent At least 70% of Washington adults will have a postsecondary credential 		

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<ul style="list-style-type: none"> Dual Credit Supporting Students 					
Achievement and Accountability Workgroup http://www.sbe.wa.gov/aaw.php#.UuBV5xDnRY A group of stakeholders will be convened to inform and advise the SBE on development of the revised achievement index. This group will respond to SBE policy questions and provide stakeholder perspectives.	SBE	PFL, DEL, WTECB, WSSDA, STAND, SBCTC, WEA, WSAC, AESD, BEAC, EOGOAC, LEV, GOV, CAPAA, AWSP, CHA, SEAC, WASA, WAPTA, CAAA, GOIA	<ul style="list-style-type: none"> to develop a user-friendly school assessment tool that would identify schools for state recognition; identify schools that may need additional state support; utilize fair, consistent, and transparent criteria; measure student performance on statewide assessments; and track graduation rates. 		
STEM Alliance http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1872&year=2013 Created in HB 1872, the stem education innovation alliance advises the Governor and provides vision and guidance in support of STEM (Science, Technology, Engineering, and Mathematics) education initiatives from early learning through postsecondary education.	Governor's Office	WA STEM, OSPI, WSAC	<ul style="list-style-type: none"> Increase learning opportunities and improve educational outcomes in science, technology, engineering, and mathematics through multiple strategies and statewide partnerships. 		
Washington Council for High School-College Relations (WCHSCR) http://www.washingtoncouncil.org/wcboard.htm WCHSCR operates for educational purposes, and is organized to assist all Washington state students to access and engage in postsecondary opportunities at its member institutions			<ul style="list-style-type: none"> 		
College and Career Readiness (CCR) Standards and Assessments Advisory Committee OSPI's Career and College Ready Standards and Assessments Advisory Committee will serve as the primary sounding board to advise and guide OSPI on the variety of activities related to implementation and transition to the state's CCR standards and assessments. The Committee will serve as a nexus group to inform communications and resource development	OSPI	WSAC, PFL, WA STEM, SBCTC, AWSP	<ul style="list-style-type: none"> Guide Washington's approach and vision for CCSS, Smarter Balanced, and NGSS implementation Serve as the primary sounding board for OSPI on key issues related to the adoption and implementation of the CCSS, NGSS, and transitions to the Smarter Balanced Assessment system 		

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that connects CCSS, NGSS, Smarter Balanced and TPEP			<ul style="list-style-type: none"> Stay apprised of statewide efforts related to TPEP and other relevant bodies of work in order to inform guidance. Provide input on the development of specific tools and resources for school districts for supporting the transition to the CCSS, NGSS, and Smarter Balanced Provide perspective, information, advice, guidance, and recommendations to OSPI on proposed structures, program approaches/initiatives, and messages related to implementation and statewide supports, including strategy for connections to other related statewide initiatives 		
Network to Transform Educator Preparation Washington was 1 of 8-10 pilot states selected to implement the recommendations in the recent CCSSO report, “Our Responsibility, Our Promise: Transforming Educator Preparation and Entry Into the Profession”. Here is a link to the report: http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf	PESB	OSPI, Governor’s Office, WEA	<ul style="list-style-type: none"> Equip teachers and principals with the content and pedagogical knowledge and skills to improve student achievement, growth, and outcomes 		CCSSO
Running Start law-rule review work group A work group that reviews and revises Running Start rules	OSPI	SBE, AGO, SBCTC, WSAC	<ul style="list-style-type: none"> To bring Running Start Rules into alignment with practice 		
Results WA http://www.results.wa.gov/ Goal #1: World-class education	Governor’s Office		Access: <ul style="list-style-type: none"> Increase the percentage of children enrolled in high-quality early learning programs Increase the percentage of schools rated exemplary or very good on the Washington School Achievement Index Increase the percentage of the population enrolled in certificate, credential, 		

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			<div>apprenticeship, and degree programs</div> <div>Success:</div> <ul style="list-style-type: none">• Increase the percentage of children entering kindergarten who demonstrate they are ready• Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate college and career ready• Increase education attainment of certificates, credentials, apprenticeships and degrees		